

SCHOOL GARDENS

1915



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Information & Suggestions

ON

SCHOOL GARDENS
CHILDREN'S HOME GARDENS
JUNIOR CLEAN-UP WORK

AND

HOW TO MAKE YOUR
HOME AND COMMUNITY
A MORE DESIRABLE PLACE
IN WHICH TO LIVE

—*Containing a New*
“Friendship Village”
Story by Miss Zona Gale

Edited by R. L. TEMPLIN, Published
by The Children's Flower Mission
C l e v e l a n d , O h i o

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Of special importance
is the announcement
that we have added to
our extensive lines a
choice selection of

ROSES, SHRUBS
VINES AND BULBS

and it is needless to
say that orders includ-
ing these goods will
have our usual careful
attention

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School Gardens in Porto Rico Island.

Progress of the School Garden Movement

Childrens school and home gardening is no longer considered a fad, or experiment, but is now recognized by leading educators as a very important factor in the health and education of the child. The year 1914 has seen the greatest development in the work throughout the United States and Canada, with many successful gardens in Porto Rico and the Philippines.

In our work of supplying reliable seeds at nominal prices, we are pleased to report the most gratifying increase in demand, as we have received orders from 34,140 schools, requiring almost five million packets of seed. It would be impossible to express the pleasure derived from the thought that fully a half million children, in every corner of our country were learning to cultivate beautiful flowers and choice vegetables from the seed we supplied.

We receive each year a great many requests from school superintendents and teachers, Womens Clubs, and other civic organizations, asking for general information along the line of school gardens, clean-up campaigns, etc. To this end we each year issue our "School Garden" Manual, in which we endeavor to give detailed information covering the various lines of work, that naturally result in general civic improvement.

In this issue we are giving detailed reports from a few cities and towns that have been eminently successful in the work. *These reports contain much information that will be found helpful to those not having had experience. Instructions for planning and planting the school and home gardens, with suggestions for holding exhibitions will, we trust, be found helpful.

We wish to here emphasize the fact that we are exclusive school garden specialists, devoting our entire time and energy to collecting and distributing seeds of the highest quality. Our Mr. Templin, who is a practical seedsman of almost forty years experience, spends much of his time in visiting the seed growers and inspecting the growing crops. Last season he spent three months in visiting the seed growers in Europe, and while the war interfered somewhat with his plans, he nevertheless secured much valuable information. Don't be deceived by those who would have you believe that seeds at a penny a packet must of necessity be of inferior quality. The most enthusiastic patrons we have are those who have used our seeds the longest. Our motto is, and always will be,

QUALITY, PRICE, SERVICE.

Brief Pointers for the Busy Teacher

The following brief instructions are for the busy superintendent and teacher, who would like a general idea of how to introduce school gardening, but have little time to read up on the subject.

A good plan is to select some teacher, or other person who is interested, and enthusiastic on gardening, and who has some general knowledge of the work; there is usually a person having these qualifications in almost every school. Turn the work over to her and success is assured.

We will supply a booklet like this for every room in your schools, and a four page illustrated order blank for each pupil.

Have each teacher tell the children about the school garden movement, how it is sweeping over the country, its importance as an educational factor, etc. and ascertain how many would like to order seeds at a penny a packet.

Make out a requisition on the enclosed post-card, for as many order blanks and booklets as will be required to supply your school, but please do not order more than you believe you can distribute where they will be used.

Instruct the children to take the order blanks home, and have their parents help to make the selection of varieties, and to return the orders to you, together with the money to pay for same. Any rules that boards of education may have adopted prohibiting teachers from selling articles to the children does not apply on seeds, as almost every state has passed laws requiring the teaching of agriculture, and by asking the parents to help select the seeds places all responsibility on them, and not on the teacher. See page 26.

Send all orders to us, being careful to keep all orders for each room separate. Seeds will be delivered to you, all delivery charges prepaid, each individual order in large sealed envelope, with the original order blank attached, and printed cultural instructions included.

Each teacher may select free seeds to the value of ten per cent, as compensation for her trouble in collecting and distributing the orders. Make your own selection of seeds, using the colored order blank.

If you have no room for a garden in connection with your school, encourage the children to plant little gardens at home. Educators generally consider the home gardens the most practical, and more than seventy-five percent of all the seeds we supply are used in home gardens.

If you want to create enthusiasm, and make a great success the first season, tell the children you will hold an exhibition in September, in the school room, or some appropriate place, and award prizes for the best exhibits. See exhibitions on pages 14 to 16 in this booklet for further information.

Ask Women's Clubs, Civic Improvement Leagues, Public Librarians, and County Fair officials to help you. We find almost invariably where the most successful work of this kind is accomplished, that one or more of these organizations are back of it.

Read the little story by Miss Zona Gale on page 38, to the children. It will help to create enthusiasm.



Woodlawn School Gardens, Portland, Oregon.

The School Garden

First and of the most importance will be to secure a suitable lot. This is often difficult, there being no available lots near the school building. If there is room in the school yard it will be the most satisfactory place.

If possible the land should be plowed in November, just before the ground freezes. The winter's action, freezing and thawing tends to pulverize heavy, cloddy soil, so that a second plowing in the spring will leave it in fine condition for planting.

After the spring plowing, harrow thoroughly, and follow with the planker, or clod crusher, which will thoroughly pulverize the lumps, leaving the surface level and smooth, ready for laying out the beds.

It is of the utmost importance that the soil be in the right condition when plowed and harrowed. Do not undertake to prepare it too early, or when too wet. Better to wait two or three weeks, rather than to begin before the soil is sufficiently dry. Soil that is worked when too wet will be cloddy and hard throughout the season.

Always bear in mind that fine mellow soil will retain the moisture, and aid germination, while cloddy soil that has been worked when too wet will soon dry out, and the seed perish.

The best time to fertilize the land will be in autumn, before the November plowing. Fresh stable manure can be applied at this time in almost any quantity, and plowed under. This is especially desirable if the land is inclined to be heavy as it will tend to make it loose and pliable. It is not advisable to use much fresh manure in the spring. Commercial fertilizers should be used at this time, applying it just before the harrow is used.

Planning the School Garden

We can give no special instructions for planning the garden, as this will depend on local conditions. Each school will have to plan its own garden, first determining how many pupils will want garden plots, and dividing the garden accordingly.

In some cities where the available ground is limited, they only provide individual plots for one grade. In St. Paul, Minn., they confine the work to the fourth grade, so that each pupil in the school will have one year of practical gardening.

Do not devote all the space to individual garden plots. Always reserve a bed five or six feet wide, along one side of the garden, where all kinds of biennials, and perennials can be placed, where the semi-annual plowing will not disturb them.

Space should also be provided for experimental, or observation purposes, where the more rare varieties of flowers and vegetables may be tested under the supervision of the teacher. This should be made the most interesting and instructive feature of the entire garden.

There are also many kinds of vines, and larger growing plants that are not suitable for planting in the small individual plots. These should be planted along the fence, or border bed.

There are three methods of planning the school garden. (a) Individual plots where each child has his own plot, (b) Dual plots where two pupils work on the same plot, and (c) Community gardens, where there are no divisions, the garden being planted as one big area, each variety by itself, and all pupils having a general interest in the entire garden.

Each method has its advantages, but probably a combination of the three will be the most satisfactory. The individual plots have the advantage of developing individuality; this however is best accomplished in the home garden. The dual or two pupil plan will eliminate half of the walks, and tend to develop a competitive spirit.



Planting the School Gardens at Forestdale, R. I.

Size and Form of Individual Plots

The rectangular form of individual plots will be found to be the most satisfactory, and for convenience in working they should not exceed four or five feet in width, thus allowing all weeding and cultivation to be done from the walks without tramping on the beds.

For the smaller children 4 by 6 or 4 by 8 ft. will be a convenient size, and if space will permit, the larger pupils should have plots 5 by 15 or larger.

The beds should be laid out with the length running east and west, and the rows planted across the beds, (usually a foot apart for most varieties,) thereby allowing the sun to shine freely between the rows.

When the individual plots can be made larger, they may be made square, with rows running north and south, a foot apart, when they may be cultivated with a hand cultivator.

Laying Out the Beds and Walks

When you have decided on the plans, number of individual plots etc., proceed to lay out the beds and walks. This will be a very instructive and interesting part of the work, in which the children will take great delight. It will, however, be best if only a few of the older pupils have this part of the work to do, the teachers applying the mathematical lessons to the smaller pupils as the work proceeds.

A tape measure, strong garden line, or heavy twine, several large stakes 15 to 18 inches long for locating the corners and other prominent points, and smaller stakes 6 or 8 inches long for the corners of each bed or plot, also mallet or heavy hammer for driving stakes will be required.

Now proceed to lay out the beds and walks according to the plans which have been previously drawn on paper. All main walks should be 3 to 4 feet in width, and the smaller walks dividing the beds should not be less than two feet wide, as many varieties of plants will encroach on the walks as they develop.

When all beds and walks have been outlined, remove with shovels about two inches of the surface soil from the walks, scattering it evenly over the beds. Then with iron garden rakes carefully pulverize and rake the beds, pulling all clods back into the walks.

It is not desirable to make deep walks, unless the land is low and wet, as the deep walks tend to carry the water off during rains, which should be allowed to soak into the soil; all that is necessary is just sufficient depth to outline the beds.

The general appearance of the garden will be much improved if a large central community bed is arranged in the center, where an ornamental floral design bed can be worked out, having a Castor Bean or other large central piece, grading down to the low growing border plants near the walks. The importance of a central bed of this kind is to teach proper arranging of the various kinds for pleasing effect.

Do not permit the pupils to plant hardy perennials in the individual plots, unless it is intended to remove them to the border in autumn before the garden is plowed.



Castor Bean, Pumpkin and Beet grown by Alfa Bailey, 13, Freeland, Mich.

The Home Garden

The School Garden, properly speaking, is a garden in connection with the public school. In many instances where land for a school garden is not available, the teacher will encourage home gardens, and in a measure superintend them. A combination of the two is the ideal plan, as the child carries into effect in the home garden the ideas gathered in the school garden.

Because there is no available land for a school garden is no reason why teachers should not be interested in the work, as a majority of educators consider the home garden the most practical and satisfactory.

There are many reasons why the home garden should be encouraged. Mr. Veron Landis of Cincinnati, O., a well known authority on the subject, has expressed our ideas so nicely that I am taking the liberty of quoting in part from him.

"The home garden gives every child an opportunity to have a garden. In many school gardens the limited space only permits a small percentage of pupils to enjoy the privilege and advantage of a garden."

"The home garden develops individuality, as the child may choose the plants he wishes to grow, and how he will arrange them. He enjoys in every respect a freedom which is not possible in the school garden.

"The home garden because it allows more freedom, tends to make the interest in gardening greater, and more permanent. He may experiment, and study the nature and requirements of each variety as he could not do in the school garden.

"The home garden develops in the child a greater sense of responsibility, as the success of his garden depends almost entirely on his own resources."

"The home garden is an agency to keep the child at home, when he would otherwise be on the streets, where too often the influence is demoralizing. It produces a greater bond of sympathy between the parent and child, due to the fact that the parent takes an interest in the work, and talks with the child about it."

"The home garden brings the teacher in closer touch with the parent, as it gives her an excellent excuse to visit the homes of her pupils; an important factor in the success of any teacher."

"The home garden will be one of the greatest factors in making our cities and villages more beautiful and desirable places to live in, as unsightly places, rubbish piles, etc., will be replaced by growing plants and flowers."

"The home garden develops the sense of ownership, and respect for private property as it cannot be developed in the school garden, as the child feels that he is the real owner, and not a tenant as must be the case when he has an individual plot in the school garden."

"The home garden will very materially help to reduce the 'high cost of living' by providing fresh tender vegetables for the table during the greater part of the year, to an extent that will be a surprise to those who will keep an account of the value of all vegetables used."

Planning for the Home Garden

The following are a few of the most important points to consider in planning for the home garden.

First, select a location where there will be full sunshine at least the greater part of the day, as most flowers and vegetables will not succeed in the shade.

Keep as far as possible away from any large trees, as their roots will absorb the moisture and fertility from the soil. Do not make flower beds where drippings from the roof will fall on them.

It is very important that the soil be dug deeply and pulverized thoroughly. The parents or older members of the family should look after this part of the work, because if the soil is not spaded and well pulverized to the depth of a foot or more failure will almost certainly follow.

Clean-up day is coming so see what you can do

To brighten things around you, and make 'em look like new;

Clean up your mind of worry, and doubt and every fear,

And brighten up your future with a lot of hope and cheer.

Paint up a mental picture of what you want to do,

And frame it with self-confidence, and hang it in plain view;

Then get your broom and shovel, or the rake or an old hoe

And help our San Francisco to brace up and make a show.

We've got to pull together, everybody, side by side,

Or when 1915 gets here, we'll want to go and hide;

Let's put our streets in order, with their names out in plain sight

And work till things are looking spic and span and new and bright.

Elizabeth A. Wilbur.



Normal School Gardens, Victoria, British Columbia.

Planting the Vegetable Garden

Our limited space will only permit very brief instructions on planting the various kinds of seeds. As a general rule in planting the school garden plots, the rows for vegetable seed should be a foot apart, and the seeds covered from a quarter to one inch deep according to the size of the seed.

After the seeds are covered, if the soil is not too moist, it should be pressed down firmly with the hand, or patted down with the back of a shovel. Some instructors recommend tramping on the row, which is all right provided the soil is comparatively dry, otherwise it will leave the soil too solid, and retard germination.

The following vegetables should be planted as early as the soil is in condition, viz; Beets, Carrots, Early Cabbage, Lettuce, Onions, Parsnips, Peas, Radishes and Spinach. The following will not germinate until the soil is warmer, and should not be planted until fruit trees are in full bloom, namely, Beans, Cucumbers, Corn, Melons, Pumpkins, Squash, Tomato.

Early Cabbage, Cauliflower, Egg Plant, Peppers, and Early Tomatoes should be started in shallow boxes in the house, in March or April, and later transplanted to the garden. Endive, Winter Radishes, and Turnips should not be planted before July, if wanted for fall and winter use, as they are of much better quality than from earlier planting.

Starting Flower Seed in the House

A number of varieties of flowers, including Asters, Carnations, Forget-me-nots, Pansies, Phlox, Snap Dragons, Stocks, and Verbenas, should be started in the house in shallow boxes, in order to hasten their flowering season. It is a good plan to cover the box after planting with one or two large panes of glass, to prevent the dry atmosphere of the room

from absorbing the moisture from the soil, removing the glass when the plants are well advanced.

Planting Seed of Hardy Annuals

Hardy annuals are those varieties that germinate and grow more freely if planted quite early, as soon as the soil can be prepared, while it is yet moist and cool. In this class are included Alyssum, Baby's Breath, Bachelor's Button, California Poppy,* Calliopsis, China Pinks, Larkspur, Love-in-a-mist, Mignonette,* Petunias, Phlox, Poppy,* Sweet Peas,* Sweet William, Verbena. Those varieties marked with a star (*) should be planted where they are to bloom, as they cannot be successfully transplanted.

Planting Flower Seed in Frames

Many varieties will not germinate while the soil is cold and wet, but will perish if planted too early. And if left until later the hot sun and wind are liable to dry out the soil and the seed perish from lack of moisture. Most of the varieties not included in the hardy annual class will come under this class which requires more care in order to succeed.

If the soil in the school garden is fine and mellow, and care is exercised in planting and watering, reasonably good success may be expected from planting direct in the garden plots, but as a rule it will be safer to plant in a frame, where they can be covered, and receive more careful attention. The frame may be of any size to suit the requirements, and should be made of inch boards about eight inches wide. If some old window sash is available, make the frame in size to suit the sash, otherwise the frame may be covered with light muslin, which will protect the tender plants from cold winds and rain, and at the same time allow sufficient light for the young plants.

The soil should be dug and pulverized to the depth of a foot or more, and the surface made smooth and level. Mark out the rows 3 or 4 inches apart with the edge of a plastering lath, or thin board, drawing it back and forth until the right depth is attained. Sow the seed regularly in the rows, with the thumb and first finger, marking each row with a label or stake. This may be done by using the numbers as they appear on our order blanks. Cover only about a quarter inch deep, and the finer seed, like petunia, do not cover but press down with the open hand. After all are planted it is a good plan to cover the surface with a piece of old carpet, or several thicknesses of paper to hold the moisture, removing same as soon as the plants begin to appear, which will be in four or five days.

Transplanting

As soon as the plants are 3 or 4 inches high, select a cloudy day after a soaking rain, and transplant all plants from the frame to the garden where they are to bloom. Most varieties are very easily transplanted, if ordinary care is used in lifting the plants so as not to destroy the roots. They should be planted a little deeper than they grew in the frame, and the soil pressed down firmly around each plant. If the sun is shining the plants may be shaded for a day or two. You will usually have more plants from each penny packet of seed than you can use; which should be distributed among those who are less fortunate.

Vacant Lot Junior Garden Clubs

There are many vacant lots in every city that are permitted to accumulate rubbish and weeds, thereby becoming eye-sores to the community. These vacant lots could almost always be secured for gardening purposes if the owner is approached in the right manner.

Organize a Junior Vacant Lot Club of a half dozen or more boys and girls, appoint a committee, or better still, go in a body to the owners of vacant lots in your neighborhood, fully explaining your plan, and ask for the use of the lot.

When a suitable lot has been secured, march in a body to your Mayor's office, again explaining the purpose of your visit, and respectfully ask him if he will not have your little farm plowed and prepared for you at the expense of the city. If he refuses tell him that in Cleveland, Ohio the city administration provides a special officer whose duty is to look after just this kind of work, and that many other cities are doing similar work for the school children.

When your lot has been prepared, divide it into plots of equal size, according to the number of members in your Club. For example suppose you have eight boys and girls in your club. An ordinary lot is about 40 by 120 feet. This will give each member a plot 20 by 30 feet in size. A well kept garden of this size will produce sufficient vegetables for an ordinary family.



Before and After. Greensburg, Pa. (Courtesy of M. R. Keenan.)

Community Garden Clubs

These will differ from Junior Garden Clubs in soliciting families in congested districts, who do not have room for a garden at home, to join the club and permitting any or all members of such families to assist in cultivating and caring for their respective plots. Woman's Clubs and Civic Improvement Leagues can render practical and helpful service by organizing and supervising gardening clubs of this kind. Mayors and other city officials will generally assist in this kind of work by plowing and fertilizing the lots at the expense of the city, if the matter is presented to them by citizens of good standing and influence.

Teachers should read the interesting and instructive little story on page 38 to the children.



School Exhibit, Boyne City, Mich. (Courtesy of L. A. Buller, Supt.)

Annual Shows, Fairs and Exhibitions

We say, by all means hold an exhibition if possible. But don't wait until you have fine gardens before deciding to have a show. The time to announce the exhibition is in early spring when you are planning the garden work, as you will find it one of the greatest incentives to the children to begin gardening if they are told that there will be an opportunity to compete for prizes. The exhibition may be held in the school room or auditorium or in any available public building.

In many cities and towns the annual Flower Show is one of the most important events of the year. We could fill pages with enthusiastic reports of shows that we receive in letters and newspaper clippings.

Encourage the children to enter their products at the county fair. Many children report receiving prizes at such fairs. Several schools transferred their entire exhibit to the county fair, taking many prizes. Parents are proud of children who can do things worth while. They will be your friends if you give their children the needed help and encouragement.

Mr. P. L. Johnsrud, agricultural director of Virginia, Minn., reports a very successful exhibit held in the school gymnasium on September 11th and 12th, in connection with Farmers' Day. They plan to exhibit their work at the county fair next year.

Philadelphia reports that more than fifty schools held flower exhibitions on September 18th at which over 2500 pupils exhibited products.

Hastings, Minn., reports that though they held no local exhibits the pupils drew \$90.00 at state and county fairs.

Miss Mary Shotwell, supervisor of rural schools at Oxford, N. C., writes that the Junior Civic League holds a fair each year, and many of her pupils win prizes.

At New Madison, Ohio, a school fair was held at the school grounds and more than 150 special prizes were awarded, with two Washington trips as sweepstakes. Six hundred visitors registered during the day, and plans are now on foot for a 1915 fair.

The Board of Education at Geneva, Ohio, offered \$50.00 for the best school display, the prize money to be used in equipment for the winning school. Last year a Victrola was purchased.

J. S. Westhafer of Buffalo, Oklahoma, writes that they held a flower and vegetable fair that aroused a great deal of enthusiasm. Their prize list shows 22 special prizes offered by merchants and individuals.

In McLean County, N. D., the teachers throughout the county are encouraged to hold exhibitions, the County Commissioners appropriating money for the purpose. A county exhibit was held at Washburn during the week of Teachers Institute, and later the exhibit was sent to the State Industrial Exhibition at Bismarck, to compete with exhibits from other counties.

The Wellsley Hills, Mass., Village Improvement Society offered prizes for best results in gardening, and included in the list a silver cup for the best garden of all, this cup to be held for one year, and any person retaining it for three years in succession to retain it as their personal property.



Washington School Exhibit, Springfield, Ohio.



The Aguson Booth at the Second Phillippine Exposition, Manila, P. I., February, 1914. This exhibit came from the scattered settlements of the Island of Mindanao. It shows what is being done in a section where farming and gardening was almost unknown before the public schools were established.

What Kind of Prizes to Award

There seems to be a variety of opinions on the subject of prizes to gardeners. Some feel that there should be a higher aim than to try to win a money or merchandise prize, while others feel that if the children have something concrete to work for they will be more interested than if merely for the honor. From our observation and experience we believe that attractive prizes should be awarded to the younger grades. They need not necessarily be very expensive, but by all means give them something tangible as rewards for their efforts.

Make your list of awards as large as possible, and always have competition restricted to children in the same grades as far as possible. Never permit the older pupils to compete against the little tots.

There are always public spirited men in every community who will be glad to subscribe money for cash prizes. Many of your business men will be glad of the opportunity to offer special prizes from their stock, for the advertising it will give them.

Winter Blooming Bulbs, which are delivered about the 1st of October are among the most satisfactory prizes that can be given, being right along the same line of education. One Woman's Club gave a large white Hyacinth bulb to each contestant who failed to receive a prize. This was a splendid idea as it prevented much disappointment.

In another town each child not winning prizes was given an automobile ride as its reward, which to many children is a rare treat. In another town tickets to an appropriate picture show were given to all children not receiving other prizes.

We could fill pages of descriptions of work of this kind that come to us, but these should suffice to awaken interest in communities that have not yet "seen the light."

The most important factor will be a live energetic committee to take the lead in soliciting prizes, arranging the programs, etc. Women's Clubs and Civic Leagues usually have a hand in introducing work of this kind. In many cities and villages the Annual Flower Show is one of the most important events of the entire year.

Suggestions for Flower and Vegetable Exhibitions

The following are simply suggestions to aid in preparing premium lists for exhibitions. Usually business houses if asked will offer special prizes selected from their line of goods for the advertising it will give them. In this way premium lists can be made more interesting. Our six prize gold watches and other prizes (see order blanks) will also help to increase the interest.

- Best display of vegetables, Wards or Schools to compete.
- Best display cut flowers, Schools or Wards compete.
- Best home vegetable garden, 1st to 4th Grades, also 5th to 8th.
- Best home flower garden, 1st to 4th Grades, also 5th to 8th.
- Best combined flower and vegetable garden.
- Best kept front yard, including lawn and flowers.
- Best back yard, including flowers, vegetables, and lawns.
- Best display climbing vines decorating home and yard.
- Best flower bed, grown entirely from seed, 1st to 4th, etc.
- Best porch decorations, with vines, porch boxes, etc.
- Best specimen vegetables, separate prizes for each kind.
- Best individual display vegetables, 1st to 4th, also 5th to 8th.
- Best display cut flowers, separate prize for each variety.
- Best individual display all varieties, 1st to 4th, etc.
- Most beautiful round bouquet, each grade separate prizes.
- Best Essay giving pupil's experience in gardening.
- Best Essay, How I can best help improve our city. Separate prizes for different grades. All competitors to write at the same time without previous notice.

Economic Prizes

- Largest quantity of Potatoes, (in pounds) grown on one square rod.
- Greatest value in Tomatoes sold from one square rod.
- Greatest value in Radishes sold from 50 square feet, single crop.
- Greatest value single crop Lettuce, sold from 50 square feet.
- Greatest value in vegetables, any kind, sold from one square rod, contestants to choose their own variety to grow.
- Greatest value in flowers sold from one square rod, contestant to choose the variety or varieties.



Colored School, 51st St. School Garden, Los Angeles, Cal.

Teaching the Children to Save Money

One of the most, if not the most important part of the child's education is almost entirely overlooked in the courses of study adopted in our common schools. I refer to the knowledge of how to save money. It is a comparatively easy matter to make money, but the great problem is to know how to save it.

In a little city in northeastern Ohio this problem has been solved to such an extent that 65 per cent of the school children have savings accounts in the banks. It looked so important and practical to me that I believe it should have a place in this booklet.

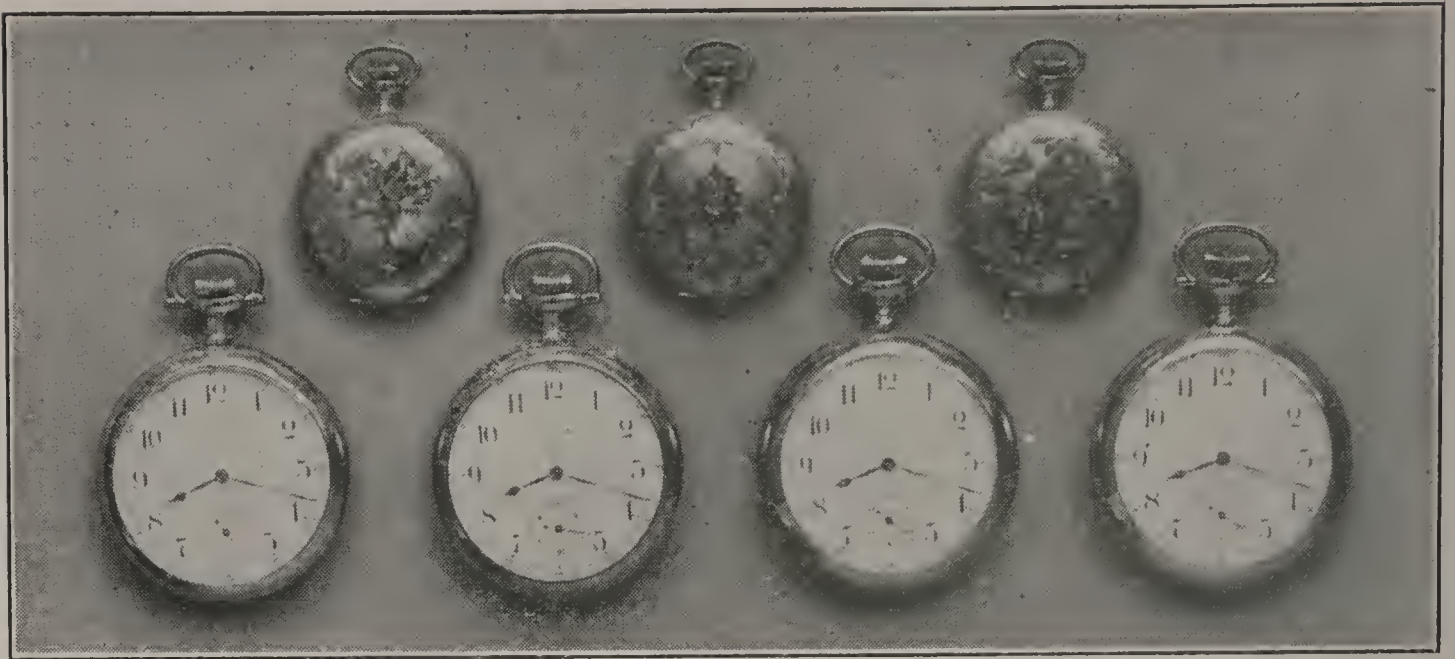
Briefly stated the plan is as follows. The Secy. of one of the banks, who saw the lack of education along this line, worked out a plan, presented it to the Supt. of Schools, and to the Board of Education, who were so favorably impressed with the practicability of the plan that they adopted it.

The bank supplies an individual pass book for each pupil, also blanks for each teacher, with space for an entry for each pupil.

A certain half hour is set apart once each week, (in this case Wednesday afternoon,) at which time the pupils are instructed to bring their pennies, and turn them over to the teacher, who credits them in their book, also on her statement, which she turns over to the bank with the money.

No pupil is permitted to draw out any money without the teacher's signature on the check during the school term. The bank supplies special checks for school purposes, the object being to encourage deposits, and at the same time discourage the children from drawing out their savings.

Any live, wide awake savings bank will be glad to cooperate with the schools in introducing this feature of education.



Seven Gold Watches Awarded in 1914.

Our Annual Gold Watch Contest

For seven years we have each season presented Gold Watches as prizes to boys and girls under 14 years of age, who grew the largest specimens of vegetables and plants. The interest has increased from year to year, in many instances attracting the attention of entire cities and communities. We receive many photographs and newspaper clippings telling about the great interest manifested.

The following are the winners for 1914, to each of whom we presented a beautiful Elgin Gold Watch, value about \$18.00.

- Largest plant of Giant Castor Bean, Wm. Sampson, age 12, Kincaid, Kans.
- Number of seed in Mammoth Sunflower, Gertrude Frederick, 14, Fall Creek, Wis.
- Largest Mangul Wurzel Beet, Mamie Bloemker, 12, Huntington, Ind.
- Three largest Prizetaker Onions, Jas. H. Carrolan, 12, Shushane, N. Y.
- Largest Chinese Celestial Radish, John E. Barnes, age 10, Lemberston, N. Y.
- Mammoth Jumbo Pumpkin, Naomi Trick, age 7, Hughesville, Pa.
- Three largest Ponderosa Tomatoes, Edna May Kern, age 11, Slatington, Pa.

We will continue the contest this season, omitting the Prizetaker Onion, as there were comparatively few reports on it last season. We will present



Six Beautiful Gold Watches

Elgin Movements and 20-Year Warranted Cases

As First Prizes on Six Varieties of Vegetables and Plants

as listed under "Exhibition Contest" heading on order blanks. This is a general offer open to all boys and girls under fourteen years old. Detailed instructions will be printed on each packet. All reports must be forwarded to us not later than October 15th, and list of prize winners will be mailed to all contestants.

In order to make the contests more interesting we will this season present

EIGHTEEN PRIZES IN WINTER BLOOMING BULBS

Six second prizes of \$3.00 each, Six third prizes of \$2.00 each, and Six fourth prizes of \$1.00 each. Bulbs to be delivered last of October.

Pupils may compete for as many different prizes as desired, but no one will be awarded more than one Gold Watch.

TWO NEW STANDARD UNABRIDGED DICTIONARIES

To the school or grade, growing the ten largest plants of Giant Castor Bean, and to the school or grade producing the ten largest heads of Mammoth Russian Sunflower, (no pupil or family to make more than one entry,) we will present each a copy of the New Standard Unabridged Dictionary, price \$12.00.

And as second and third prizes we will present Winter Blooming Bulbs to the value of \$5.00 and \$3.00, respectively.

The sole purpose of these prize offers is to create a greater interest in gardening. Teachers, Women's Clubs, Civic Leagues, etc. should offer additional prizes in order to make the local contests more interesting. Many business houses and public spirited men will be glad for the opportunity to offer additional prizes. Ask your County Fair officials to provide a special class for school children.

Hughesville, Pa., Dec. 5.

The Childrens' Flower Mission,
Cleveland, Ohio.

I received the gold watch all right, and I am well pleased with it. The largest pumpkin rotted, so I took the next two largest ones and had my picture taken.

Naomia Trick, age 7.



Miss Naomia Trick

Fall Creek, Wis., Dec. 25.

The Childrens' Flower Mission

I want to thank you ever and ever so much for the watch for it certainly is beautiful. I am more than pleased with it. It certainly is a fine Christmas present.

Gertrude Frederick:

Shushan, N. Y., Dec. 26.

The Childrens' Flower Mission

My watch is just fine and I carry it every day. I thank you very much for awarding me the prize.

James H. Carrolin.

Fredonia, N. Y.

Dear Sirs:

I received my watch safely and was so pleased with it. It certainly is a dandy.

John Edgar Barnes.

Slatington, Pa., Dec. 28.

Dear Sirs:

I received my watch on Friday and am very much pleased with it. It is fine and I thank you very much for it.

Edna May Kern.

Kincaid, Kans., Dec. 7.

Dear Friends:

I received my watch and it is a fine prize. I think lots of it because I earned it in my first attempt in so large a contest.

William Sampson.

We would like to print the pictures of all of the seven prize winners but our space will not permit.



Our Booth at the N. E. A. Convention, St. Paul, Minn., July 4th to 11th, 1914.
We will have an interesting display at booth No. 202 at the meeting of
"Department of Superintendence," N. E. A. at Cincinnati, O., week of
February 22nd, 1915.

Donating Seeds to the Children

Many Boards of Education, Women's Clubs, and other organizations donate the seeds to the children. From our observations and experience we are more and more convinced that this is a great mistake.

The children should always be required to pay a nominal price for the seeds, except in rare instances where they are too poor to buy them. Seeds that they have selected themselves, and purchased in this way will have a much greater value to them, and will therefore receive greater care and attention.

Right here is an opportunity to teach a valuable lesson in economy, as the children learn to sacrifice, and save their pennies, to purchase something that will be of more value to them than candy or chewing gum.

Mrs. J. B. Griffith, New Castle, Pa. writes us as follows. "This is the first time we have sold the seeds to the children, and we find the interest much greater than when we donated them."

It is perfectly proper, and advisable for Boards of Education to appropriate money to plow and fertilize the ground for the school garden, and to furnish the necessary tools, instructors, etc. Any further assistance will be much more effective if used in prizes to be awarded for efficiency in work and products.

Ordering Seeds in Quantity to Sell

We frequently receive orders from Women's Clubs, Civic Leagues, and other organizations, for seeds in quantity, to sell to the children.

This is not a very satisfactory plan, as you have no means of anticipating what the demand will be for the various kinds of seeds, and will invariably have a quantity left on your hands at the end of the season. This is unpleasant and discouraging.

A Much More Satisfactory Plan

A much better plan, that will be less trouble, and more satisfactory in every way, will be to secure the individual orders before ordering the seed.

We have special literature, order blanks, etc. that have been carefully prepared to facilitate this work, eliminating confusion, and unnecessary trouble to those having the matter in charge.

The Public Schools are the most satisfactory mediums through which to accomplish the work. Fill out the enclosed post card, giving number of teachers, and pupils in your city, or school.

We will supply free of charge one 48 page booklet like this, for each room, and one illustrated order blank for each child. Request the children to take these order blanks home and have their parents help make their selections of seeds, returning the order blanks, with money, to the teachers.

All orders for each room should be kept separate, and each school also separate. The seeds will be delivered to you prepaid, each individual order in a large sealed envelope, with order blank attached, and each room and school packed separately and labeled, so that there need be no delay or confusion in distributing them when received.



Gardner St. School Garden, Los Angeles. (Courtesy of C. F. Palmer.)



School Garden, Union School, Tubao, Phillippines.
This garden produces flowers and vegetables every month in the year.

Our Four Page Order Blanks

We have never been satisfied with the simple order blank as generally furnished by those supplying penny-packet seeds, as they contain no information for the child, other than the list of varieties to select from. We are now issuing a four page illustrated folder, which contains, in addition to a very complete list of varieties, some interesting information and suggestions to both children and parents, which will, we believe, be an added influence to encourage greater interest in the work.

These order blanks will be supplied free of charge, one to every boy and girl in your schools who is interested. The only conditions being that each teacher shall explain the school-garden movement to her pupils, telling them what other schools are doing, and the benefits to be derived from an educational standpoint. Have each teacher report how many will be required for her room, and order all together making your requisition on the enclosed post-card.

Primary Order Blanks

Some educators think it not advisable to permit the beginners, in lower grades, to have so extended a list of varieties to select from, as they are liable to choose varieties that are more difficult to grow, resulting in failure and disappointment. We believe this objection is well taken, and have therefore prepared a special Primary Illustrated Order-Blank, in which we list only varieties of the easiest culture, also a list of vegetables, arranged in collections in which the root, top, fruit, and seed, respectively are used for food; a classification that will be of interest to the children. It is of course optional with teachers, which style of order blanks they use for their beginners.

Large Order Envelopes

We frequently have requests for large envelopes, with the order blanks printed thereon, as some teachers think them more convenient in collecting orders, than the order blanks. We are prepared to supply both styles above described, printed on large 6 by 9 inch envelopes, with detailed cultural instructions printed on the reverse side.

These envelopes will be supplied free of charge, delivery charges prepaid, to all schools requiring five hundred or more, with the understanding that the return charges on them to us be prepaid.

Compensation to Teachers

We realize that it requires some time and labor on the part of teachers to collect their orders and distribute the seeds when received, and we want to be just as liberal as possible in compensating you for this work.

Ten Per Cent Commission to Teachers

In order to simplify matters so that there be no misunderstanding, we will allow a straight commission of ten percent in free seeds on all orders sent us by each teacher.

Each individual order will be filled separately and enclosed in a large sealed envelope with cultural instructions printed on one side and the order blank printed attached to the other side. All orders from each room or grade will be in separate packages and properly labeled with name of teacher or grade, so that there need be no delay or annoyance in distributing the seeds when received.

An Extra Five Per Cent Commission

In order to facilitate the more rapid filling of orders, all teachers who will retain the individual order blanks and send us a combined order on one order sheet and parcel out the seeds, themselves, when received will be allowed an additional five per cent or fifteen per cent in free seeds. It will not require very much extra time for each teacher to parcel out the seeds for her room. We will include extra envelopes, to be used in assembling the individual orders. Please use teacher's colored order blank in ordering free seed.

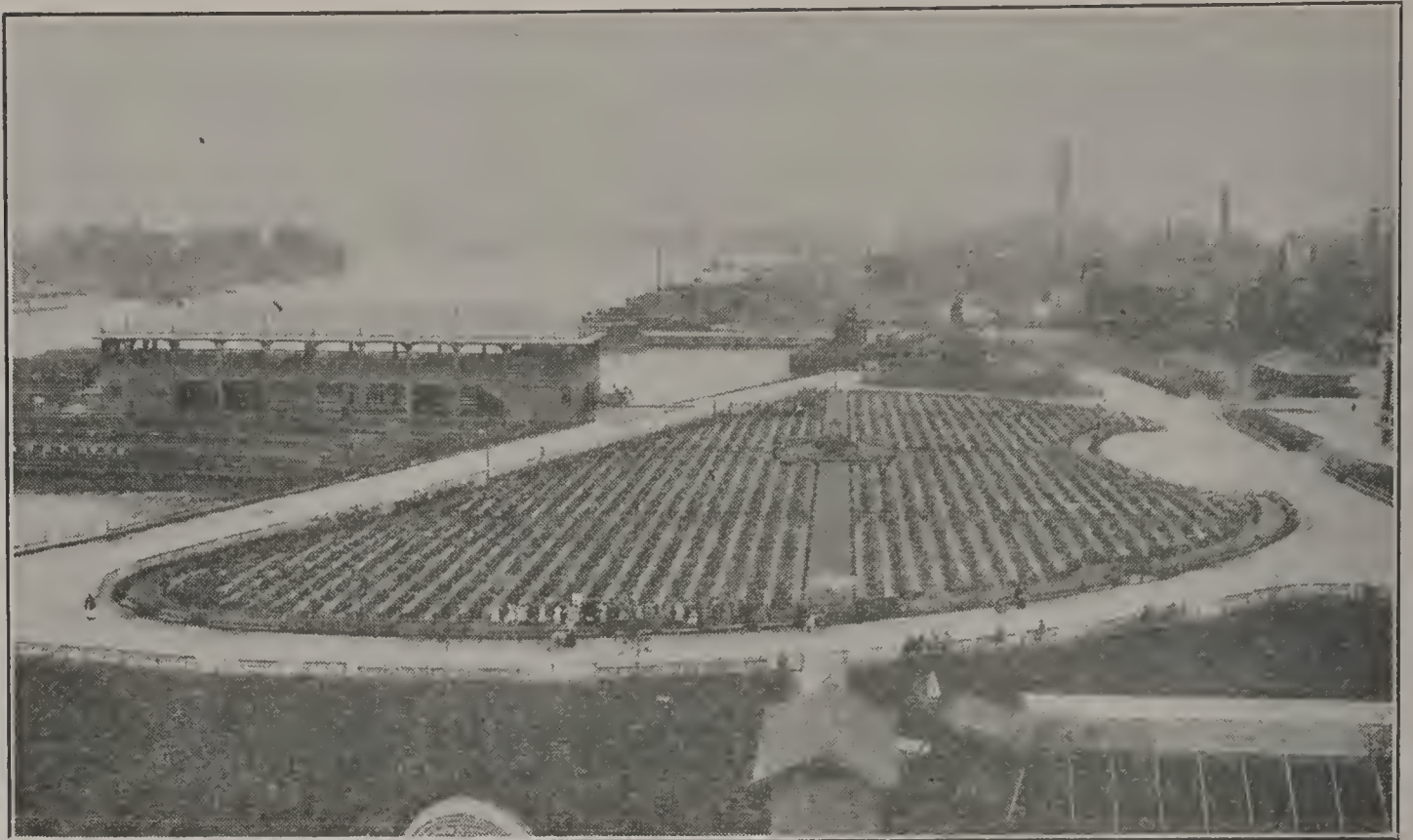
Terms

All orders must be accompanied by cash. Make all remittances by U. S. Postal Money Order, and select extra seeds to cover cost of same. Do not send bills or silver in an ordinary letter, unless you register it, as we will not be responsible if lost.

(PLEASE DO NOT SEND POSTAGE STAMPS.)

We receive a great many more stamps than we can use, and we have all kinds of trouble to dispose of them, even at a discount. Please don't send stamps for any amount over twenty-five cents, and send only in denominations of 1, 2 and 5 cents.

All orders mailed to us require 1st class letter postage. Should your order blanks weigh over 10 or 12 ounces send them by express at our expense.



A Thousand Gardens. Thomas Jefferson Park, New York City. (Courtesy, Henry G. Parsons.)

What the School Garden Will Mean to the Children of the World

Extracts from an address delivered by
Henry G. Parsons at the annual meeting
of the Children's School Farm League
New York City

The various Children's Gardens that we have placed in operation, have been established to demonstrate their usefulness for all children, and we have summed up their general purpose in the words *HEALTH, HAPPINESS, and EDUCATION*.

The increasing pleasure shown in the children's faces tells its own story of Happiness. The exercise without strain, in the open air and sunshine, during the years when bones and muscles, heart and lungs are making most rapid growth, is the last and best word for present health, and future endurance. And then, woven through these hours of Happiness and healthy activity, is the wonderful Education of the Garden.

For ages the garden has been the resort and inspiration of artists, poets, sages, and philosophers, and now we would turn your attention to it for the children of the land, as a place where they may learn the laws of success.

Each child has a separate garden plot, on which he does all the work. A new interest and sense of responsibility comes with ownership. Often it is their first understanding of the rights of property owners, and this awakening is to have a tremendous influence.

Worthy work well done is always dignified, and the worker dignifies it. The child must be shown how to do the work well, arouse his labor saving intelligence, and open his mind to the forces of the elements that are serving his intelligent activity, and he will never question the dignity of labor, that arouses intelligence, and that fills him with pride over the product.

To preserve the neatness of the garden the children are taught to gather stones and trash, load in wheelbarrows and wheel them away. In doing this, and in keeping in order the paths over which the loads must be wheeled, they learn in a simple, effective manner to think of one of the greatest problems in civilization, transportation. The way in which the question of good roads can be brought to children in the garden, will make them think more and more of the fact that "all production is transportation" and that as all material production is the result of moving things, so all material wealth is the result of moving things economically, that they may be worth more after moving than they were before.

We teach in the garden the personal belief in the dignity of labor, and the love of doing productive work; the virtues of thrift, honesty, courtesy, and obedience to law. To acquire these virtues and a knowledge of their real value, requires repeated demonstration during the child's formative years, demonstrations with the plainest of object lessons, and such object lessons come almost hourly in our garden work.

Our belief in the future national welfare that will follow in the train of children's gardens, is too great for your credence, but let me mention a few of the possibilities. Our simple yet clear method of teaching soil conservation, larger crop production, good roads, and elementary forestry, bring these national questions within the understanding of the ordinary intelligence.

The widespread use of gardens in the education of children will be a tremendous force in hastening the people to a better use of the land. For all people must know something about the subject to intelligently elect representatives who are to act for them in public matters.

The well being of a nation is not to be measured by total figures of wealth, but by the number of individuals who are doing well. The spread of children's gardens is to be a tremendous force for the individual well being throughout the land.

Clean-Up and Flower Show in San Angelo, Tex.

Mrs. Geo. Allen writes, "We had a splendid Clean-up campaign that lasted six months, with the result of enjoying a clean, healthy city." "Concho school had lovely flowers around their building, all grown from your seeds." She encloses a clipping from their newspaper from which we quote—

"One of the prettiest exhibits of flowers and vegetables ever seen in San Angelo—a display comparing favorably with any ever presented at a fair—was that of the Flower Show, held on the court house lawn today."

How a Sunday School Uses Our Seeds

"The Arlington, R. I., Baptist Sunday School has used with much satisfaction, the seeds supplied by the Children's Flower Mission for several years. Our method is to encourage the children to bring flowers to the church on Sunday for decorations, and at the close of the day they are sent to the sick of the community. The children are always pleased to receive the seeds, and are interested in the thought of having a garden of their own."

Chas. C. Roffee.



Irrigating a School Garden in Los Angeles, Cal.

School Gardens in Los Angeles, Cal.

Probably in no other city in America is the school garden movement better organized, and more successfully carried on, than in Los Angeles, California. We have before us the 1914 report of Clayton F. Palmer, Supervisor of the Agricultural Department, who has general supervision of all school garden work. We would like to reprint the entire report for the benefit of other cities, but as it is quite lengthy we must be content with a few of the most important features of their work as follows:

The Agricultural Department of the Los Angeles City Schools was organized in the summer of 1912. Up to this time the schools had been doing more or less gardening, but it lacked organization, being dependent on volunteer teachers and interested principals, but they did sufficient to prove the value of the work. At first the city was divided into four districts. These districts were assigned to special teachers who are acting to a considerable degree as district supervisors.

By conferences with principals and teachers, and frequent visits to schools doing any gardening, the work was gradually organized. From the first the Board of Education has given the gardening movement excellent support.

We have a printed form that is signed by those allowing us the use of ground for gardening, and which gives the Board the right to remove any improvements they place upon these lots. Having secured permits to use the lots, we requisition the Board to pipe water upon the lots, and usually to plow them. The fertilizer problem has been a vexatious

one. Sometimes we are able to secure sufficient fertilizer in the neighborhood. In other instances we are obliged to use street-sweepings. In some cases the pupils collect the sweepings from the streets for their plots.

At the present time we are cultivating over seventy school gardens. So far as possible we endeavor to give pupils individual plots, teaching them at the same time how to co-operate with each other. We have had comparatively little trouble in finding teachers who are interested, and willing to make a reasonable sacrifice for the sake of the work. However, it soon became apparent that, if we were to succeed in conducting first-class school gardens, we must be given teachers who could spend more time upon the subject. Last February we were allowed three more special teachers, each of these looking after the work in two and three gardens, working over-time trying to cover too much responsibility. No more enthusiastic and devoted group of teachers can be found anywhere than those who are instructing our young people in this the oldest of vocations.

It has been our idea from the very first to encourage home gardening at every opportunity, believing it to be a very large factor in the success of the school gardens. Over a year ago, with the help of the local press, and an outsider who was much interested, we organized what we called "City Garden Soldiers", whose war-cry was "WE CONQUER THE EARTH." The children selected a Captain, often a girl, from among their number, the class room being the unit of recruiting. Each paid 2 cents for a button, and about 8,000 enlisted, much good home gardening resulting.

After the "City Garden Soldiers" movement was started we believed we should be able to offer some attractive, appropriate prizes, but the matter hung fire until last spring. After considerable agitation among business men and others interested in the "Beautify California for 1915" project, we succeeded in convincing the city committee that the school children would be their strongest ally in the movement, and they secured an appropriation of \$35,000.00 to encourage home and school gardening, all for 1915. They also followed our suggestions in appointing Mr. C. L. Schufeldt to act as organizer and director of this work.

The Home Gardening movement has received much help and encouragement this year, because the Parent-Teacher Association has been induced to organize and assist the 1915 committee and the schools. Most of the schools of the city have entered the contest for the prizes offered by the committee, and in the school districts, the pupils have been organized, and are actively at work on the home gardens, vacant lots, etc.

At the present time there are about 24 of us spending all of our time in school gardening, and many other teachers who are receiving training for the future through part time gardening.

Our present plan is to devote a wide border of the garden to ornamentals, including vines on the fences, large growing annuals, perennials, etc. Oftentimes we border the main walks with low growing ornamentals or dwarf annuals. The vegetable plots are made a good size to accommodate several pupils each, and we are endeavoring to secure a co-operation whereby several rows of a kind may be planted together, thus avoiding a patchy effect.

December 8th, 1914.

Clayton F. Palmer, Supervisor.

United States Commissioner of Education Favors Children's Gardens

Extracts from an address before the American Civic Association
at Washington, D. C., by Dr. P. P. Claxton, December 4th, 1914

Commissioner Claxton in addressing the luncheon guests said that it was desirable to employ the school pupils in some healthful, useful, productive occupation.

"Home gardening done by the children under the direction of the schools seems to offer what is needed." Dr. Claxton said, "In all the manufacturing villages, suburban towns and cities, and smaller towns, there is much valuable land in vacant lots, back yards and elsewhere which might be used for this purpose. In every school in a community of this kind there should be at least one teacher who knows gardening, both theoretically and practically. This teacher, who should be employed for extra time should teach the elementary sciences during school hours, and should out of school hours, direct the home gardening of the children between the ages of 6 and 15 years.

"Vegetables grown should be used first as food for the children and their families, then the surplus should be marketed. Through the help of the teacher this can be done in a cooperative way. Ten or fifteen cents each day from the gardens of two hundred children would amount to \$20.00 or \$30.00. When the surplus is large and cannot be marketed to advantage, the teacher should direct the children in canning and preserving for winter use. The canning and tomato clubs in the Southern States have already shown what can be done in this way.

"It is difficult to estimate all the results of this plan, once it is in operation throughout the country. For the children it will mean health, strength, joy in work, habits of industry, an understanding of the value of money as measured by terms of labor, and such knowledge of the phenomena of nature as must be had for the understanding of most of their school lessons. They will also learn some of the fundamental principles of morality, that every man and woman must make his or her own living, must by some kind of labor of hand, head or heart, contribute to the common wealth as much as he or she takes from it, must pay in some kind of coin for what he or she gets.

"The economic and sociological results are also worthy of consideration. Experiments already made show that with proper direction an average child of the age contemplated, can produce from an eighth of an acre of land from fifty to one hundred dollars worth of vegetables. A third of the children of the United States could easily produce \$300,000,000 in value."



Planting the School Garden at Weyburn, Saskatchewan.



Fairview School Gardens, 600 individual plots 10 by 15 feet, Yonkers, N. Y.

School Gardens in Albany, N. Y.

Mrs. J. T. D. Blackburn, chairman of the garden committee of the Women's Clubs of Albany, in an illustrated address at a meeting of the American Civic League, in Washington, D. C., told what was being done in Albany. The following are a few of the excellent things she said.

School gardening in its early stages meant the decoration of school grounds and home yards, and a feeble attempt to grow a few vegetables.

School gardening in cities where it has been developed, in Albany, for example, includes such possibilities as these. Raising vegetables enough to supply the family. Raising flowers that may be sold to augment the family income. Developing in children a taste for farming processes that encourage them to take technical agricultural courses. Converting school hoodlums, and ne'er-do-wells to industrious and capable workers.

All this is not pretty theory. These results have all been accomplished in Albany, where the Women's Clubs took over school-gardening, and fostered it until now the school officials recognize its value.

In Albany we can cite concrete cases where the back-to-the-farm movement has been brought to the front and back yards of city dwellers. We can show examples of boys who have been saved from the schools for incorrigibles by these gardens. We can point to boys, even to one girl, who have taken agricultural courses because of the interest aroused by school gardens. A boy who was known as an incorrigible bully at our orphan asylum, now is the pride of that institution. A garden did that for him. With two other boys he took over a tract of land from which they cleared \$150.00 in a year.

Children of some of the extremely poor families were encouraged to grow flowers in unusual patches near their homes, which were sold at a good profit.

Women's Clubs can do much to arouse interest in the movement, but entire success does not crown a club's efforts until the school officials realize the value of the work and take it under their supervision.



A Fifty Acre Field of Asters, where Our Aster Seed is grown.

The National Plant, Flower and Fruit Guild

This is a National Association whose object is to carry brightness into the lives of the poor, and to bring them in touch with God's world of nature. The work began by a systematic collection of flowers on a certain day each week, in a certain village. These flowers were arranged in nosegays, taken to a nearby city and distributed in the wards of a hospital.

As the distributors carried their baskets through the streets from the station to the hospital, the children followed and begged for "just one flower, lady". The street-sweepers, dray-men, and the conductors on street cars gazed with longing eyes at the flowers, and soon extra bunches were added for these street requests, and so the demand grew, and grew, until distributing points were necessary for the more systematic distribution of the flowers.

Other people heard of and saw the "Flower Ladies" and started the work in other villages for supplying other cities. So great was the appreciation and gratitude that individual effort was not equal to the demand for more flowers, more villages to provide them, and more points to distribute them to meet the ever growing demand.

To this end the National Plant, Flower and Fruit Guild was organized, with National headquarters at No. 70 Fifth Ave., N. Y. The various Express companies were asked to aid in the delivery of the flowers. They agreed to carry for a distance of 100 miles, 20 pounds of Fruit, Flowers, Jelly, etc., bearing the yellow label issued by the Guild and countersigned by the presidents of the companies.

The National Guild prints and distributes the Free transportation labels, the reports of the country branches, and all literature regarding the work. The national office is supported by contributions from the branches, and other donations.

The city branches are first and foremost distributing centers for the flowers and fruit sent by country branches. They also collect information from various institutions as to their use of the flowers, etc., and regulate the distribution accordingly. In short, the city branches are the middle-men of the Guild. In the winter months they collect flowers from weddings, teas, receptions and other social gatherings, and distribute them where they will do most good and give greatest pleasure.

In New York they have undertaken successfully the placing of window boxes in tenement houses, and the developement of back yard and vacant lot gardens.

On the country branches depends the success of the entire work, for without them there would be no summer flowers or fruit to distribute. These country branches are of all sorts and conditions, all sizes and kinds. One little girl wrote to the national office, "I think it is just lovely, and I'd like to be a branch, and I'll send some flowers tomorrow."

The Guild suggests a more or less formal organization, with officers, etc., but any existing organization, such as a village Improvement Society, Grange, Sunday School, Christian Endeavor, or Women's Club may add this work to whatever else they have in hand. To form a country branch send to the national office 70 Fifth Avenue, New York, and you will receive full information, including an introduction to the city branches where you can send flowers, fruit, etc.

This is a noble work that should have more general support. As it is closely connected with gardening and floriculture, we are glad to give the organization this notice, and suggest that Women's Clubs and other civic organizations that are interested in promoting school and home gardens, take advantage of this method of disposing of the large quantities of flowers that are grown during the summer months.

A Successful Year in Waupun, Wis.

We are glad to tell you of our successful year with flowers. Waupun is a small place of only about 3000 people, so you will know that when the children ordered two thousand packets it was quite an order for the size of the town.

There were one hundred and thirty-four gardens for which we offered two prizes in each grade. On the 12th of September we gave a flower show. Three prizes for each grade were offered. Seventy-eight children made entries, and almost every one entered for all three prizes. We had a very large showing, and everybody was surprised with the display.

We hope to double the number of prizes next year, and give prizes something like \$5.00 to a boy or boys taking some ugly places in the city and beautifying them.

Mrs. R. D. Tillottson.



A School Garden in Cleveland, Watered by the Skinner System.
Manufactured by the Skinner Irrigation Co., Troy, Ohio.

How Back Yards Were Cleaned Up in Thief River Falls, Minn.

“Two hundred children planted the seeds with good success. We asked that they would plant them in their back yards, knowing that they would clean up the yards before planting the seeds, just as they would comb their hair before putting on a new hat. Eight of these children exhibited flowers at the county fair, and all received prizes of 50 to 75 cents each. Many parents and grandparents who could not even speak English, expressed their pleasure in the little gardens, and told how much had been done to make the yards clean and beautiful. We have adopted the Sweat Pea as our Club flower.”

Mrs. J. M. Bishop.

Will Always Use Flower Mission Seeds in Future

The children’s gardens in Greensburg, Pa., were started by the Playgrounds and Civic Association, last May. I was employed to supervise the work. We offered a \$2.50 Gold Piece for first prize in each garden, and ten new silver dollars for the next ten best plots, in each garden. One hundred and sixty children received garden plots. These children were divided into three groups, and placed in three gardens. The most telling result was the enthusiasm of the children which lasted throughout the season. Out of the 160 plots assigned, only 10 were forfeited.

We had the most satisfactory results from your seeds. As last year was my first year in the work, I divided my seed order between several firms. I assure you as long as we achieve such results from your seeds you will receive our entire orders.

Mary R. Keenan.



School Garden, Coamo, Porto Rico.

The Effect on the Life of the Gardener and Non-Gardener

Most educators agree that the farm is the best place to raise children, not only because of the pure air, but because they learn the great lessons of nature from the concrete rather than from the abstract. True, it is not possible to move all the children of the cities to the country, but it is possible in a large measure to bring country conditions to the city, by establishing gardens and introducing nature study as an important part of the daily lessons.

Reports have come to us of many cases where children previously incorrigible, have become some of the most industrious, and brightest children in the school after the inauguration of the school garden.

The normal boy and girl has an abundance of enthusiasm, and must have some kind of a safety-valve. Give them a garden plot, and teach them the many interesting and valuable lessons to be learned therein, and they will have less enthusiasm for things you do not wish them to do.

What Can be Produced on a City Lot

Many do not realize what can be produced on an ordinary city lot. We receive many letters telling what the children have succeeded in growing. The following from a little girl in Ludington, Mich., is an illustration of what can be done even under difficulties. She writes, "The lot contained one house, a barn, coal shed, an 8 by 8 cage containing an eagle, five apple trees, two cherry, one plum, one crabapple and one pear tree, two grape vines, besides seventy-five cords of wood." In this garden she raised corn, beets, turnips, cucumbers, onions, squashes, dahlias and other flowers. Who will say in the face of such experience that children's gardening is not worth while?

Organize a National JUNIOR CLEAN-UP LEAGUE



Figure 1

*Clean Up
Your City
The Children
Will Help You*



Figure 2

It is being more and more generally recognized that the most successful method of creating interest in any worthy cause is to organize the children in the work. Their enthusiasm will soon interest their parents and friends.

In order to create more general cooperation, resulting in more effective work in cleaning up and beautifying the cities and villages throughout America, we have developed plans for a national organization to be known as the NATIONAL JUNIOR CLEAN-UP LEAGUE.

The national headquarters to supply general information, membership certificates, by-laws, membership cards, buttons, badges, etc. Each school, town, or community may organize branch leagues, and will be supplied with full information for organizing and planning clean-up campaigns.

To each league will be furnished one large Certificate of Membership, suitable for framing, one copy of Constitution and By-Laws, together with general instructions, all free of charge.

Membership cards for each boy and girl to sign will be supplied at cost, viz 20 cents per hundred cards postpaid.

Buttons like either of the above will be supplied in any quantity at one cent each, delivered. If you wish the name of your city inserted in place of "OUR CITY" the cost will be considerably higher, varying according to quantity ordered, and will require about ten days, as they must be made to order.

We will also send a free copy of our little clean-up story, entitled "WHAT'S THE MATTER WITH BURTON", which should be read to the children and will help to create enthusiasm.

We have designated the last week in April, ending May 1st, as the week for a National CLEAN-UP Campaign. Saturday May 1st to be the great day, or if only one day is devoted to the work let it be this date, as there being no school on Saturdays, the children can devote the entire day to the work.

Success will depend largely on thorough organization. Divide the city or community into sections, appointing a captain over each section, who should map out the work, arrange with some drayman or liveryman who will generally be glad to help the good work along by furnishing a horse and wagon for the day. The children should gather the rubbish together, and help to load it onto the wagons.



While the special campaign is only for a day, or week, the League should see that their town is kept clean throughout the year, plant flowers where they will be attractive, and climbing vines where they will cover old fences and unsightly places.

There are vacant lots in every city and town that can be used, and much pleasure can be derived from growing vegetables for the table, and flowers to distribute among the sick and aged shut-ins.

The following is a suggestion for membership pledge cards, which we will supply at 20 cents per hundred postpaid. On the reverse side are printed blanks for name, age, street, name of school, ward, etc.

JUNIOR CIVIC IMPROVEMENT LEAGUE

Membership Pledge Card.

I want to help make our town a better place to live in, and to this end I promise to comply with the following rules to the best of my ability.

- 1 I will help to clean up yards, streets and alleys.
 - 2 I will plant Flower seeds, bulbs, vines, shrubbery, etc.
 - 3 I will help to make garden, and keep lawn in good condition.
 - 4 I promise not to deface fences or buildings, neither will I scatter paper or rubbish in public places.
 - 5 I will not spit upon the floor of any building or on sidewalk.
 - 6 I will try to influence others to help keep our town clean.
 - 7 I will always protect birds and animals, and all property belonging to others.
 - 8 I promise to be a true loyal citizen.
- I may not be able to do all these things, but will do as much as I can to help our town and community.

What Other Cities Are Doing

The following are a few clippings from newspapers, telling what is being done along the line of City Clean-up work.

Campaign to brighten up Columbus, Ga., is arranged. Public meeting called to meet at Court House on March 31st. Federation of Women's Clubs endorse the plan. Mayor will issue proclamation. Joint meeting held and committees named.

City of Binghamton, N. Y., to "Wash its face, and clean its teeth" during Clean-up Week. War on dirt to start May 4th, "Spotless Town" to be the slogan. Ministers commend movement in sermons. First day to be devoted to making front yards spic and span.

Toledo, Ohio, to hold Clean-up pageant April 18th. Autos and floats to be in line as well as marchers. Procession to be photographed for moving pictures. Supt. of streets says, "Those who don't obey will go to jail."

"Take Hold of the Wheel." A public meeting has been called for Wednesday night at the Chamber of Commerce, Cincinnati, O. The meeting is expected to act as a cerebro-spinal inoculation, with a view of imparting to the nerve center of the community a new energy in civic spirit, pride and endeavor.

Public opinion has been so stirred in Richmond, Va., that the city administration, immediately after the Clean-up campaign, adopted an ordinance which secures more complete regulations of streets, alleys and back yards, in relation to rubbish and garbage than any other city in the United States possesses.

Patterson, N. J., put buttons on every man, woman and child to advertise its Clean-up and Paint-up campaign.

Mayor and Civic Clubs of Cleveland, O., plan week of May 4th for City Clean-up. Slogan, "Get behind the Broom" "Join the Clean-up brigade." The call to arms was sounded Monday by Mayor Baker and the fight is on against unclean back yards, and vacant lots, fly-breeding garbage cans, stagnant pools, dirty pavements, etc.

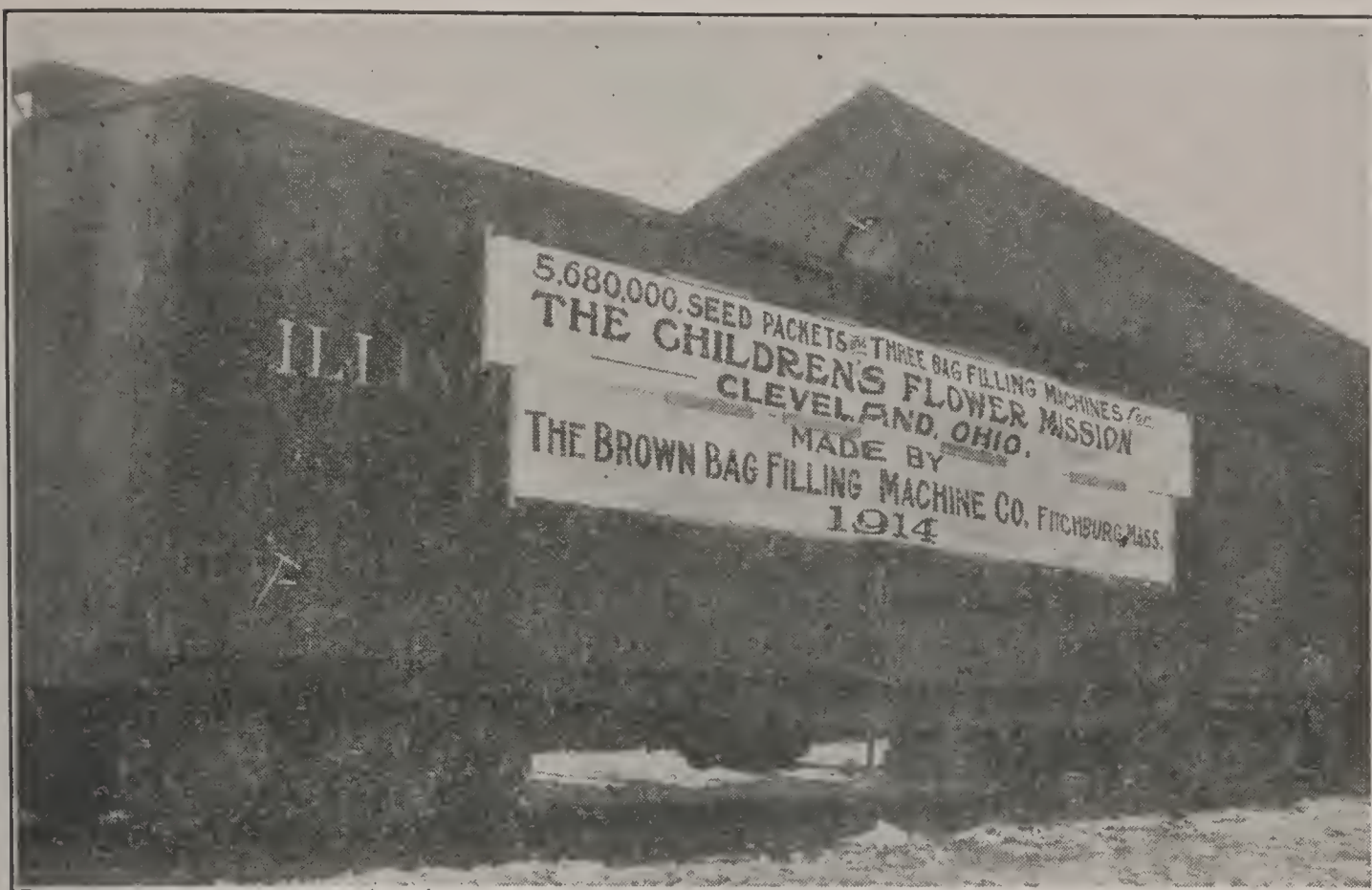
"School Children will be enlisted in city Clean-up." 100,000 pupils of the Cleveland Public and Parochial Schools will hear lectures on personal and municipal cleanliness, as a part of the two weeks Clean-up campaign. Today is Health Day, and at the request of the campaign officials, special Clean-up programs were arranged in all schools.

City Forester Boddy of Cleveland wants flowers grown in every yard. Wants all homes to cultivate flowers and shrubs, and declares if this were done, dirty streets would vanish.

Little heaps of rubbish,
Colors all worn faint;
Makes our dear old city look
Just like what it ain't.

Cleaned up streets, painted houses,
Brings in lots more biz;
And makes our dear old city look
Just like what it is.

J. Kramer.



To Commercial Clubs, Civic Leagues, Women's Clubs, etc.

Boards of Trade, Chambers of Commerce, Commercial Clubs, and other organizations interested in the civic welfare of their city, should find a very fruitful line of endeavor in the fostering of school, home, and community gardens. Just as we are preparing copy for this book, the Cleveland Commissioner of Labor informs us that there are thirty thousand men in Cleveland facing starvation from lack of employment. Had these same men and their families made use of available vacant lots adjacent to their homes, they could have produced sufficient foodstuff to go a long way toward tiding them over the winter when work is scarce. These organizations are always first in helping the needy, then why not be first in pointing out to your citizens the benefits to be derived from gardening? Then too, there is the beautiful side. Flowers growing in places where formerly there were weeds and rubbish, will make your city a more desirable place in which to live, and will help to interest capital which is looking for a place to locate its factories. Organize a Clean-up campaign, offer liberal prizes for the best kept lawns, most beautiful flower beds, best vegetable gardens, etc. in the various wards of your city. Arrange for a flower and vegetable exhibition to be held in September with a liberal list of prizes to the children. In Cleveland last season one bank gave one thousand dollars in prizes on gardens and exhibits of flowers and vegetables. Here is a pointer for your wide awake banks and other business houses. In many cities the leading newspapers take the initiative in organizing these Clean-up campaigns. The Plain Dealer is a notable example here in Cleveland. Elsewhere in this book will be found instructions on the various phases of this work.

“Calliope Marsh” Catches a Vision from Nature

Written expressly for “School Gardens” by Miss Zona Gale,
Author of “Friendship Village” Series

“That Spring afternoon,” said Calliope Marsh, “I felt like I just couldn’t go to the quarterly meeting of the Friendship Village Married Ladies Cemetery Improvement Sodality. The world was too beautiful. So I headed for the top of Hornet Hill, where I knew Spring would be.

“As I come up the path toward the top of the hill, I heard voices. And I was sorry for that, because I didn’t feel like talking with people. I felt like just looking, and keeping still. So before I got to the top of the hill, I stopped. And I turned around to get the view from there. and I come face to face with the whole universe—or as much of it as most anybody can take in at any one time—hills and fields the color of a green marble I used to have, roads and sand-bars all rich browns, like carnelians and moss agates; and all the sky bright summer blue.

“Just then something rustled back of me. And there was Binnie Mince, busy with a basket and a spoon, and not paying any attention to anybody. It was Saturday, so he wasn’t in school—or rather, he was in the Big Outdoors School that day, instead of in a building.

“‘O Binnie,’ I says to him, You tell me: What’s the sky as blue as?”

“‘As my crayon that’s most used off of,’ says he, instantly.

“‘That’s it,’ says I, and I added—because I couldn’t help it: “Binnie, don’t God do his work good?”

“‘Course,’ says Binnie Mince, and went on digging with his spoon. And I see he was taking up violet and buttercup plants that hadn’t blossomed yet, and putting them careful in his basket.

“‘What you going to do with them?’ I ask’ him.

“‘Make me my garden,’ he says, digging away.

“Do you get any idea of how nice it was out there in the bright weather, with that little boy digging away on his violet plants? It was the kind of a day like when you were twelve years old, and got your hat and rushed out right after early breakfast, to shake hands with the Whole Forenoon. I like to think about it.

“‘Oh,’ I says, everything is so beautiful—so beautiful.

In just that minute I looked down and saw Friendship Village, where we lived, sitting down there at the foot of Hornet Hill like somebody come to stay. There it was—little fat brown buildings like toads, and streets that looked like something rough-dried at the laundry and not washed out very good; dirt piles where there’d ought to have been a park and dump holes where there’d ought to have been a play-ground, and nothing at all round the Court House yard where there’d ought to have been trees.

“‘Why, Binnie, I says, ‘what a homely town we live in!’

“He went on digging. ‘Course,’ he says again. ‘It’s nothing but a little country town—my mama says so.’

“Nothing but a little country town! I kind of thought the words through twice, like you do, sometimes. *Why, when we say ‘country’ we mean something beautiful. But when we say ‘country town’ we always mean something ugly.*

“I turned round to say this to him, and then I saw something else. The voices that I’d heard and kept hearing had been coming nearer. And

all up the green slope now I saw children, pretty near twenty of them, scattered around, all of 'em with baskets and all of them digging violet plants and buttercups. Friendship Village children, that had all come out in the Spring to dig violets and buttercups!

"Any other time I'd have told them to pick the flowers if they wanted to, but to leave the plants there, that belonged to us all. But someway all I could think of now was that homely little country town of ours, down there in the midst of Spring. I wondered how much they noticed it. And all of a sudden, standing down the hill, I called up to them on the slope:

" 'Children!' I says, 'Look! What's the prettiest thing you can see from this hill?'

"They answered me, first one and then another: 'The river!' 'Thompson's orchard!' 'The sky!' 'The flowers!' There was the village, right before them, where most of them had lived all their lives, but not one of them even thought of counting that in. So pretty soon I says:

" 'What about the village? Isn't that pretty?'

"There was a little Swiss girl with them, who had come over a few years before and lived with her family on the edge of the town. And she burst out laughing.

" 'O!' she says—stepping careful in among her words, and pronouncing 'em some like strangers, but in a way that was awful sweet-sounding too—'O! In *my* town they had a castle and a bridge and a big gate and a nice tower. *That* was pretty. But this village—it was so funny!'

"It was true. The village was funny and ugly and mean. And it was't all clean. And out here were twenty of its future citizens who had known enough to come away from it, out into the Spring, to find plants for their gardens. I looked at them, and I begun wondering how long it'd be before they got just like the rest of us, that never even think much about how ugly the village is.

" 'They know pretty things now, anyhow,' I thought. 'I'll see if they don't.' So I calls up to them:'

" 'Look here, all of you! What's the prettiest things in the world. Tell me some!'

"What do you guess they said? Not stars or mountains or rivers or oceans or moonlight or the forest or the sunset. And not one of the things that it takes much money to buy. But two or three of them said it first—and then more of them—and finally they shouted it all together:

" 'Why—flowers!'

" Flowers! The minute they said it, I knew I thought so too. The blue violets on the bank, the cowslips on the edge of the water, the apple blossoms budding in the orchard across the road, my bulbs by the kitchen door—what was there lovelier in the whole world, anyway? And the children knew! And they'd come out to Hornet Hill to find them.

"So they are,' 'I says, kind of reverent.' So they are. What you going to do with these you're digging? I ask' them.

"And they all said, as Binnie had said: 'Make us a little garden, in our back yard.' And some of 'em told me about the patch of ground under a window, or on the edge of the potatoes, that their folks had give them for their own. 'I got mine by the alley fence,' says the little Swiss girl.

"I didn't say much more to 'em. But in a minute I turned and ran down the path from the hill, toward the village. And the thoughts that come swarming in my head said things first to me, and then to the whole village—if I could have made it hear—and I donno but to the whole world. And as I went, I saw in the back of my head a village such as I had never guessed or dreamed—a village that would let Spring come into it and not keep it outside on Hornet Hill. And it was the children, up there on the Hill, digging, that had made me see what might be, so be we had the sense to let it come true. But that seems the one particular kind of sense not many of us have—yet.

"And now I had a place to go—and a thing to say. I couldn't hardly wait till I got there. And I was headed straight for Mis' Postmaster Sykes's, where the Friendship Village Married Ladies' Cemetery Improvement Sodality's quarterly meeting was being held. And I got there just as they were about *to vote to buy a new iron fence to put around the cemetery.*

"I went right in among them, where they sat with their sewing, and I says:

" 'Ladies! Listen! Up on the top of Hornet Hill I've just found Binnie Mince, and twenty more of the children, digging up violets and buttercups so's they can have a garden.'

"They looked at me, kind of blank. I suppose they were perfectly used to seeing most of their children cart in things from the woods to plant. And plenty of these women had thrown the things out, too, rather than be bothered with them—I knew that.

" 'And oh, ladies,' I says, 'Hornet Hill is so beautiful—just because the Lord took the pains to set out violets and buttercups there, and edge it off with some locusts, and run a border of willows round the brook!'

"Yes, they all knew that. Everyone of us went up there to walk Sunday afternoon, because it was the only pretty place we had around.

" 'My friends,' I says, 'the only pretty place we've got is a place the Lord planted for us. O, shouldn't you think we could get to work and make our yards and our towns look as nice as the Lord has made Hornet Hill look?'

"They all kind of rustled, questioning.

" 'Oh, well, our own little yards, maybe,' Mis' Postmaster Sykes says. 'But we can't do much to the town, Calliope. We ain't the means.'

" 'Means!' I says, It don't take means. It just takes a little pitching in to work. O, 'I says,' while I come along the street just now, I've been seeing it all different. Suppose we got everybody to take down their fences, and put in hedges, and set out shrubbery and hollyhocks close to the houses, and have bulbs and salvia and phlox and asters—O, don't you see? Have gardens instead of yards! And suppose we put vines over our porches and our chicken sheds and our red barns. And suppose we got everybody—down-town and all—to put out window boxes. Can't you see what our town would look like then?'

"I think they could see. I know they could see—because they all kind of stopped sewing and sat still. But I wasn't through yet:

" 'O,' I says, 'that isn't all. Suppose we filled in the dump holes and planted them with willows—just willows. Suppose we leveled the dirt piles and let the children play there. Suppose we cleared out the

alleys and all got garbage pails, and had garbage collection regular—it don't cost as much as you think if you'd take the trouble to find out. Don't you see how it all hangs together? Flies and garbage and children playing wild in the street—we could touch them all, same time. Suppose we planted trees in Court House Park.'

"Mis' Postmaster Sykes had stood about as much as she could stand. That woman does hate anybody to even hint that everything isn't just elegant the way it is.

"'Who's going to do all this planting, I'd like to know?' she asks, crisp.

"I started to answer, when just that minute, I saw the answer out in the street. Down the side-walk they were coming, from 'Hornet Hill'—Binnie Mince, and the whole twenty of the children, with their baskets of violets and buttercup plants, taking them home.

"'Look there,' I says, 'There's some of who'll do it. In one Arbor Day they could plant the Court House yard, so be we bought the trees and showed them how. And in one summer—in one summer, if only we'd make it easy for them to get the flower seeds, the yards of this whole town would blossom into gardens—and the children would do it.'

"Nobody said anything. We all sat looking after the children, going down the street. Only me—I never do know when to stop, and I had to give them a little final word.

"'An annual flower show,' I says, 'A children's annual flower and vegetable show—held in the Fall—in the City Hall or the School House—with prizes give by the business men—and a bulb for every child whether he got a prize or not—*can't* you see it? Can't you see them? Oh, my friends, *do* you think an iron fence for the Cemetery is so much more important?'

"Some of them folded up their work, then, and one or two of them looked over to me and nodded a little. And I kind of thought maybe I'd planted a seed—I didn't know if I had or if I hadn't. But I didn't wait to see it grow. I slipped out, and on the way home I stopped in at Binnie Mince's, to watch him out in the back yard making his little garden—the way every single child in the whole wide world loves to do.

"Don't it seem as if that must mean something? Something big?"





Multigraphing and Printing Department.

Guaranteeing Seeds to Grow

There are so many conditions over which the seedsman has no control, that a universal rule has been adopted by the seed trade of America, not to guarantee seeds in any particular. This may be all right in the general seed business, but we are not in the general seed business. There is a wide difference between the general public purchasing and planting seeds, and the little children taking their first lessons in gardening, purchasing their first seeds with pennies that have been saved by foregoing some other pleasures. We cannot bear the thought of having the children, who in good faith paid their pennies for the seeds, and as they believed, planted them carefully, but from lack of proper knowledge and care, be disappointed and discouraged through the failure of germination.

Our Guarantee

We do not believe it advisable for teachers to make a general public statement that we guarantee all seeds. The point we wish to make is that this guarantee is solely to prevent disappointment and discouragement on the part of the younger beginners. We will, however, leave it entirely to the judgment of the teachers, but would prefer that you leave the impression that you are replacing them personally. Where complaints are made, mark such varieties as failed to germinate in red ink, along with the new orders which are in black ink, and all such varieties will be replaced free of charge.

Testing Seeds

We test all seeds before packeting them, so that we are sure that a fair percentage in each packet will grow under favorable conditions. We have two systems of testing, using a modern up-to-date testing ap-

paratus, in which by a system of warm water circulation beneath we can regulate the temperature to any degree desired. Most varieties will germinate freely in what we call the blotter plan, by simply scattering a few seeds between a folded piece of blotting paper, and placing them in the warm tester. Other varieties refuse to respond to this treatment. These we test in soil the same as planting.

Selling Seeds to the General Public

We frequently receive letters from people not interested in Children's Gardening, asking if they may order seeds for their own planting. In this connection we wish to say that we are not doing a general seed business. Our work is supplying Penny-packet Seeds for educational purposes. Seedsmen generally approve our work, believing that the education of the children in gardening will result in greater demand for their goods. We therefore ask that persons not directly interested in children's gardening, order their seeds from one of the many trustworthy seedsmen.

Seeds in Quantity for Free Distribution

To Civic Leagues, Women's Clubs, or other organizations wishing to purchase seeds in quantity for distribution, we will supply them in quantities of not less than one thousand packets, each variety packed separately, at \$9.00 per thousand. Three thousand or more at \$8.75 per thousand, and five thousand or more at \$8.50 per thousand, all delivery charges prepaid. These prices however will not prevail where we are required to fill the small individual orders, or where teachers select premium seeds. For further information and terms, see pages 20 to 23.



Weighing and Stamping Parcel Post Mail.



Where Your Seed Orders will be Filled.

Quality of Our Seeds

The permanent success of any business depends almost wholly upon the quality of the goods produced or handled. In no other line of business does this rule apply with greater force than in the seed business. While with most goods your eyes can be your judge to a large extent, when buying seeds you must wait until the harvest to know the value of your purchase.

The reasonable conclusion of the general public, is that seeds sold at the nominal price of one cent per packet must of necessity be of inferior quality. Elsewhere we give some of the reasons why it is possible to supply the very best seeds grown at these prices. We wish to emphasize the fact that no seedsman can be more careful than we in selecting only seeds of the highest quality. We believe it is of more importance that the child who spends its first pennies for seeds, with high expectations of success, should have the best seeds—better than the adult who is used to disappointments—.

We always contract for our seeds a year in advance with growers of known reputation, many of whom have been personally known for more than twenty-five years. We spend much of our summer vacation visiting the growers and inspecting the growing crops. Last season we spent three months visiting the growers in Europe. We were disappointed in not being able to visit our growers in Germany, but hope to return again after the war is over.

We contract for our anticipated requirements a year in advance, and our requirements are becoming so large that we are able to secure the lowest hundred pound, and ton rates. Last season it required ninety bushels of Nasturtium seed to fill our orders. The reason for this phenomenal demand is that they are absolutely the finest mixture of Nasturtium seed that can be procured anywhere. We do not hesitate to say that we believe them to be superior to mixed Nasturtium seed

sold by any seedsman in America, because we buy them very largely in separate named varieties and mix them ourselves. The same applies to Asters of which we sold a quarter million packets last season, and to China Pinks, Poppies, and other popular varieties. Our California Poppies this season will contain a large proportion of Carmina King, Burbanks New Crimson, Rose Cardinal, Golden West, etc.

We exercise the same care in selecting our vegetable seeds. Our thirty-eight years of practical experience in testing and selling seeds has revealed to us where the best seeds are produced.



Four Brown Bag-Filling Machines. Daily Capacity, 120,000 Packets.

Our Facilities

For ten years we have been supplying seeds for children's gardens, each year resulting in a substantially increased demand over the previous season. I often think of an order I received the second year, from the schools in a small city in Northern Michigan, amounting to some \$75.00, that taxed our facilities to the utmost to fill, as our seeds were then all packeted by hand. It is gratifying to note in this connection that we are still supplying these schools, never having missed a season.

During the last three seasons the demand has grown with leaps and bounds, so that each year we were obliged to increase our facilities in order to take care of all orders promptly. At this writing we are re-arranging our entire plant, increasing our floor space to three times its former size. We have just unloaded a car of almost six million seed bags, and now have installed four Brown Bag-Filling machines with a combined daily capacity of 120,000 packets. In other words, we are in position to take prompt care of twice as many orders as we received last season. Whether your order amounts to fifty cents or five hundred dollars, it will receive the same prompt and careful attention that has resulted in the unprecedented popularity of our seeds.

“Back to the Farm”

Agricultural Experimental Work in the Public Schools

There is much agitation among educators relative to the teaching of agriculture in the public schools. Many states are passing laws requiring such instruction, and educators are holding conferences to discuss methods of complying with these laws. “Back to the farm” is being voiced through the press and from the rostrum. Educators are beginning to realize that the most important industry in the world has been almost entirely overlooked and as a result, the farmer boys are leaving the farms and flocking to the cities, in a greater ratio than ever before.

Every school garden should have an agricultural experimental department, where the many kinds of leguminous, and other farm plants, that are attracting the attention of the most progressive farmers can be tested, to learn which are adapted to your locality, and to study their characteristics.

But you ask “is it practical? It certainly is. It need not require very much space, in fact we would advise against too large a tract being used to start with. A strip 4 or 5 feet wide along one side of the school ground will be ample to test many varieties. It will only require a short row of each variety. Place the rows a foot or more apart according to the variety, across the bed, with a stake at the end of each row, giving name and number.

Keep a note book with corresponding name or number, in which notes may be taken from time to time. If you are a lady teacher select a wide awake boy as your assistant, making him jointly responsible with you for the success of the work. Encourage the boys to bring samples of Oats, Barley, etc., to test together, and compare their relative qualities.

You will be surprised at the interest you will create, not only among the children, but the parents as well. Let the children tell the parents that you have some new varieties of farm crops that they never saw before, and almost every farmer in your district will visit your school garden, and the word will go abroad that you are the most practical teacher in the county.

We are this season listing a few varieties of farm seed, including some new things that are attracting attention, which we will supply at the popular penny price. Each packet containing sufficient seed for a test row in your school garden. Probably 75 per cent of the children in America, and grown folks as well, never saw cotton growing. Try a packet, starting the seed in pots in the school room the latter part of April, and transplant to a sunny place in the garden in June, and you can mature perfect balls of cotton before frost.



The School Garden Association of America

Office: 501 Fifth Ave., New York, N. Y.

Van Ervie Kilpatrick, Pres. - 4852 Broadway, N. Y.
Edwin J. Brown, Secy. - - - - Dayton, Ohio.

The chief propaganda of the School Garden Association of America is to lead the people to realize that their children must be brought more directly and continuously in contact with mother earth, in order to be properly educated.

Standing committees are continuously working on the following subjects: Children's Garden Clubs, Local Garden Associations, City School Gardens, Rural School Gardens.

The Association desires the co-operation of all people and organizations interested in school garden work, and wishes to have them affiliate with the Association. To this end we are printing the coupon below. Cut it out, sign and forward to address given and you will receive their literature, and full particulars for membership.

SCHOOL GARDEN ASSOCIATION OF AMERICA
501 Fifth Ave., New York, N. Y.

Please mail us your literature, giving full information on the nature and scope of your work, with necessary requirements for membership, and oblige,

Name..... Date.....
Address..... State.....

THE GARDEN MAGAZINE

Doubleday, Page & Co., Garden City, N. Y.

This splendid magazine has a Children's Garden Department devoted entirely to hints and practical suggestions for Teachers and Children in their garden work. It is the official organ of the New York School Garden Association and should be in the hands of every teacher interested in children's gardening.

American Civic Association

Headquarters and General Offices
914 Union Trust Building, Washington, D. C.

"For A More Beautiful America."

The American Civic Association exists for the co-operation and direction of the forces which make for a clean and beautiful country. It regards the home as the unit of our national life, and the improvement of home grounds as the first step in civic betterment.

What are you doing to improve and beautify your town? Are you planting trees and making parks which will be God-sends to your city later? Are you trying to make your property owners keep their yards, vacant lots, streets and alleys clean?

Every city, village and hamlet should organize a Civic Improvement Association, and affiliate with the National Association, that stands ready to assist you. For full particulars address as above.

Lecturers

In order that Boards of Education, Women's Clubs, Superintendents of Schools, and other organizations may know where and how to secure lecturers on school garden work, we are publishing the following list. We have tabulated them by states, so that in most cases it will not be necessary to send out of your own state to secure a lecturer. Many of these lecturers will be prepared to give illustrated stereopticon lectures.

Write direct to lecturers for terms and conditions. In many instances only transportation and entertainment will be required.

List of Lecturers

Alabama	G. E. Smith, Martin School, Birmingham, Alabama. G. G. Weathersbee, Birmingham, Alabama.
California	O. J. Kern, University of California College of Agriculture, Berkley, Cal.
Canada	S. B. McCready, Director, Elementary Agriculture, Ontario Agricultural College, Guelph, Ont.
Connecticut	M. Louise Greene, Ph. D. 14 University Place, New Haven.
District of Columbia	D. J. Crosby, Department of Agriculture.
Georgia	E. S. Sell, State Normal School, Athens.
Illinois	Geo. A. Brennan, Director of School Gardens Assn., 137 West 108th Place, Chicago.
Iowa	E. C. Bishop, Iowa State College, Ames, Ia.
Kentucky	Emilie Yunker, Director of School Garden Assn., 1406 Heyburn Ave., Louisville, Ky.
Mass.	O. A. Morton, Mass. Agricultural College, Amherst. Philip Emerson, Lynn, Mass.
Michigan	L. H. Harvey, Ph. D., Western State Normal School, Kalamazoo, Mich.
Minnesota	E. L. Phinney, St. Paul, Minn.
New York	Ellen Eddy Shaw, Botanical Garden, Brooklyn. M. M. Bigelow, Columbia University, New York. Van E. Kilpatrick, Pres. School Garden Association of America, 4852 Broadway, N. Y.
Ohio	Louise Klein Miller, Curator School Gardens, Cleveland, Ohio. Edwin J. Brown, Secy. School Garden Association of America, Dayton, Ohio.
Oregon	Alice V. Joyce, Secy. School Gardens, Portland.
Pennsylvania	Miss Caro Miller, Supervisor School Gardens, Philadelphia, Pa. J. L. Randall, Supt., Play Grounds, Pittsburgh, Pa. H. D. Hemenway, Civic Improvement, Illustrated Lectures, Carlisle, Pa.
S. Carolina	Charles R. Weeks, Director, Rock Hill, S. C.
Vermont	F. V. Jenks, University of Vt., College of Agriculture, Burlington, Vt.
Wisconsin	Burton E. Nelson, Racine, Wis.

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SCHOOL GARDENS

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